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ABSTRACT

This pamphlet is an aid for local agricultural education instructors and committees in implementing the agricultural components of their school districts' multicultural, nonsexist education plans. Contents include a list of definitions, a discussion of the rationale and philosophy, and the text of the legal authority for multicultural, nonsexist education. Four goals are suggested as a model for the multicultural, nonsexist education program. Each goal is accompanied by a set of objectives specifically pertaining to agricultural education. A self-evaluation checklist is then provided for use as a general guide in reviewing a curriculum program to determine how consistent it is with the basic concepts of multicultural, nonsexist education. Sections of the checklist relate to curriculum structure, curriculum content, instructional materials, and teaching strategies. An annotated bibliography lists resource materials that are recommended for agricultural education teachers striving to implement multicultural, nonsexist programs. Another listing provides names, addresses, and telephone numbers of agencies or persons that may provide assistance, ideas, and information to schools striving to implement multicultural, nonsexist agricultural education programs. (YLB)

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Definitions

1. **Multicultural Education:** Educational processes that promote the understanding and appreciation of the cultural diversity of our pluralistic society. Within the total multicultural educational process, special emphasis shall be placed on the following groups: Asian Americans, Black Americans, Hispanic Americans, American Indians and the handicapped. The educational program shall be characterized by practices that provide equal opportunity for all participants regardless of race, color, age, national origin, religion or handicap.
2. **Nonsexist Education:** Educational processes that foster knowledge, respect and appreciation for the historical and contemporary contributions of men and women to society, as well as educational processes that reflect the wide variety of roles open to both men and women. The educational program shall be characterized by practices that provide equal opportunity to both sexes.
3. **Ethnocentric:** From the point of view of one's own ethnic group.
4. **Male-centric:** From the male point of view.
5. **Eurocentric:** From the European or Euro-American point of view.
6. **Multicentric:** From several points of view.
7. **Curriculum Structure:** Administrative processes and decisions that have an impact on the agricultural education program. They include such things as scheduling practices, staff assignments, site selection, physical facilities, student access, etc.
8. **Curriculum Content:** The concepts, processes, facts and values that are taught in the agricultural education program.
9. **Instructional Materials:** The physical artifacts used during the teaching process in the agricultural education program.
10. **Teaching Strategies:** The methods, manner and approaches the instructor uses in the agricultural education program.
11. **Agriculture:** The broad industry engaged in producing plants and animals for food and fiber, providing agricultural supplies and services, and processing, marketing and distributing agricultural products.
12. **Agricultural Education:** The curriculum or program in education that deals with any component of the production of plants and animals for food and fiber, the provision of agricultural supplies and services, and the processing, marketing and distribution of agricultural products.
13. **Vocational Agriculture:** The curriculum or program in agricultural education designed to offer students at the secondary and post-secondary levels the opportunity to explore and prepare for agricultural occupations.

Rationale and Philosophy

It is important for students to see themselves reflected in their school environment, whether it be in the curriculum, bulletin boards, instructional materials or staff membership. This is important for students regardless of their sex, race, national origin or disability. When students see themselves reflected in their school curriculum and programs, they tend to be more highly motivated and this in turn leads to higher achievement. Students who do not see their contributions, perspectives and needs reflected often feel alienated from the educational process and may soon question their own worth.

It is equally important that students see the contributions, perspectives and needs of the disabled, diverse racial/cultural groups, and the other sex reflected in the school curriculum and programs. Students who are not exposed to other groups through direct contact or indirectly through their curriculum often develop an inflated sense of self or group superiority (the "we did it all!" syndrome). This can lead to patronizing attitudes toward other groups, as well as more serious ethnocentrism, racism, sexism or handicapism in adulthood. Students who see the contributions, perspectives and needs of other groups reflected in their curriculum are less apt to accept stereotypes about those groups in later life. The school environment and programs play an important role in developing healthy intergroup and interpersonal attitudes and relations.

The traditional school curriculum has been heavily influenced by the melting pot theory. This theory states that the many ethnic groups in the United States should be molded into a common group called "Americans" who have similar customs, values and language patterns. Cultural diversity has been depicted as a source of division and conflict rather than a source of past, present and future richness, creativity and strength. This pressure toward conformity led to the suppression of many native and immigrant cultural patterns, and to the exclusion in the curriculum of the contributions and perspectives of women,

minority groups, the disabled and even southern and eastern European immigrants. The result was a curriculum in which many citizens did not see themselves or other groups reflected.

The preceding concepts apply to all areas of the school program, including agricultural education. In Iowa where 60 percent or more of the economy is based on agriculture, a basic awareness of or experience in agriculture-related fields can unlock the door to many stimulating and rewarding careers. Careers that require knowledge of basic agricultural concepts include farming, veterinary medicine, wildlife management, park management, entomology, biogenetics, food processing, horticulture, soil and water conservation, forestry, farm implement sales and service, agricultural economics and marketing, pesticide and herbicide production, and university extension work. The high value of having agriculture-based skills in Iowa is reflected in the degree to which these industries dominate our state's economy.

It is important that all students in Iowa schools, regardless of their race, ethnicity, sex or disability, see themselves reflected in the agricultural education curriculum. It is essential that students realize the degree to which a basic awareness of agricultural concepts, processes and skills can expand their economic and career horizons in Iowa. Urban and rural students must see potential for themselves in an agricultural economy. If they do not, their chances for economic and career success will be diminished.

There are two popular mindsets that work against the broader involvement of non-traditional students in agricultural education. The first is the general perception that the sole purpose of agricultural education is to prepare students for life and work on a farm. The second is the strong Midwestern stereotype of the farmer as white, male and able-bodied.

The definitions of agriculture and agricultural education clearly provide a broader scope for programs than preparation for life and work on a

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farm. If one assumes that agricultural education includes all aspects of producing, processing and marketing plants and animals for food and fiber, then it becomes important to a broader range of students. It is important that the agricultural education curriculum and the elementary curriculum be designed to reflect this broader concept of agriculture. Unless this occurs, many minority, female, disabled, urban and college-bound students will continue to stand on the sidelines rather than become involved. This is detrimental to both non-traditional students and to the future of agricultural education programs.

Although there are minority and female farm operators and land owners in Iowa, admittedly they are few. The Midwest has fewer minority and female farm operators than any other region of the country. In 1981 approximately five percent of those reporting farm self-employment income nationally were minority. In Iowa the number was so negligible it wasn't even reported. Just over 128,000, or five percent of this nation's 2.5 million farms are solely or principally operated by women. Female farm operators range from a high of 13 percent in Hawaii to a low of two percent in Iowa.

Racial discrimination has made it very difficult for minority persons to buy land. In some parts of this country as late as the 1950s, only bids by whites were accepted at land and farm auctions. The number of minority farms has steadily decreased over the past 20 years. This decrease is partially associated with heavy losses in the number of cotton and tobacco farms, where black farmers have been disproportionately represented. The same pressures that are forcing many white male Americans off small farms are acting on minority and female farmers, only more so, since a higher percentage of minority and female owned farms are small.

Despite the figures on farm operators, the history of agriculture, minority Americans and women is intricately linked. The conflict between American Indians and European settlers over land and its disastrous effects on Indians today is well documented. Agriculture was the prime mover for importing Africans to the American colonies as slaves. Hispanic and Asian Americans have been exploited as cheap agricultural labor throughout this country's history. During 1983, 1,500 to 3,000 Hispanic American migrant laborers worked as

low-cost seasonal agricultural laborers in Iowa. Minorities and women have historically had a disproportionate representation in low-paying and sometimes unpleasant jobs within the textile, fruit, vegetable, meat and poultry processing industries.

Figures on the number of female farm operators are misleading when considering the woman's role in production agriculture. The roles of males and females in farming vary from farm to farm. In many farming operations, women serve as accountants, business managers, machine operators, herd managers, etc. They often play those roles with little formal training, recognition or rewards. Today the agricultural woman is only beginning to emerge as a true equal. It makes sense that women should become true partners in agricultural education. If the role of education is to expand horizons for students, it is very clear where agriculture education programs ought to be.

Because of agricultural surpluses in this country and food shortages in many other countries, Iowa's economy depends heavily on successfully exporting much of its produce. There is a strong link between international affairs and the well-being of our state economy. Agricultural marketing strategies require a basic awareness of global relations, cross-cultural relations and foreign languages. This linkage reinforces the need for multicultural approaches to agricultural education in all our schools.

The same principles apply to disabled Iowans. They have a need to see themselves reflected in the agricultural education curriculum. This helps disabled people develop more positive self-concepts, and conveys the idea that there is a place for them in the agricultural economy. Increased mechanization and new uses of technology make many tasks in agricultural production, processing and industry manageable for disabled persons.

Seeing the disabled reflected in the curriculum and active in class can help students without handicaps reassess stereotypes they might have about disabled people. These stereotypes have been a primary barrier to the success of the disabled. If minority groups, women and the disabled are to attain economic growth in Iowa, they must become equal partners in our agricultural economy.

The Legal Authority

Iowa Code (Section 257.25, Paragraph 1)

The State Board shall promulgate rules to require that a multicultural, nonsexist approach is used by school districts. The educational program shall be taught from a multicultural, nonsexist approach.

Iowa School Standards 670--3.5 (257)

3.5(3) Classroom instruction in each area of instruction shall be from a multicultural, nonsexist approach in each school district, kindergarten through grade twelve.

3.5(5) BOARD OF DIRECTORS RESPONSIBILITY FOR ASSURING MULTICULTURAL, NONSEXIST APPROACHES TO EDUCATIONAL PROGRAMS. Each board shall develop a written plan of action within one year of the effective date of this rule.* The Plan shall include a specific timeline for implementation, not to exceed five (5) years, for achieving and maintaining a multicultural, nonsexist educational program. A copy of the plan shall be filed locally in a readily available form and location, as evidence of compliance with the provision of the law.

3.5(5) The multicultural, nonsexist educational plan shall include:

- (1) Specific goals and objectives with implementation timelines for each component of the educational program;
- (2) A description of the inservice activities planned for all staff members on multicultural, nonsexist education;

- (3) Evidence of systematic input by men and women, minority groups, and the handicapped in the development and implementation of the plan, and that in schools where no minority students are enrolled, minority group resource persons shall be utilized at least annually;
- (4) A description of the periodic, on-going system to monitor and evaluate the plan.

3.5(6) Instructional program for each subject. Classroom instruction in each subject taught in the schools shall be based on careful planning. The board shall require that a resource guide be developed for each instructional sequence reflecting multicultural, nonsexist approaches, and it shall include a statement of its educational purpose; suggested instructional activities, materials, and content; and a description of the performance criteria used in evaluating each pupil's progress during the educational sequence.

The curriculum structure, content, instructional materials, and teaching strategies shall reflect the contributions and perspectives of women and men and diverse racial/ethnic groups. Where sex and/or cultural-racial stereotyping exists in instructional materials it shall be brought to the attention of the students; and supplementary material shall be used to offset the stereotyping. Multicultural, nonsexist instructional materials shall be adopted at the first opportunity to do so. The curriculum shall include activities which promote an awareness of sexism and cultural, racial bias in the English language.

*Effective date of rule: July 16, 1979. Plan to be implemented by July 16, 1985.

Goals and Objectives

Multicultural, nonsexist education concepts should be a visible, integral part of agricultural education programs. They should be visible in the goals and objectives, the curriculum guides and the daily lesson plans. The following four goals are suggested as a model for the multicultural, nonsexist education program. Each goal is accompanied by a set of objectives specifically pertaining to agricultural education. Activities related to each of the objectives should be integrated into each grade level of agricultural education programs.

Goal 1:

To help students develop positive and realistic self-concepts regardless of race, sex, cultural background or disability. This self-concept should be based on understanding and valuing their personal and group identities, as well as a greater awareness of their values and the relationship of those values to everyday decisions and actions.

Objective A: Students will explore their own personal and group experience in fields related to agriculture. All students, regardless of sex, race, national origin or disability, will see themselves reflected in the agricultural education classroom environment.

Objective B: Students will be exposed to language patterns in the classroom through which they may see broad potential for themselves in the field of agriculture regardless of their sex, race, culture or disability.

Objective C: Students will see themselves reflected in the agricultural education curriculum regardless of their race, sex, national origin or disability.

Objective D: Students will become aware of how agriculture and its related processes impact their lives in both urban and rural environments.

Goal 2:

To help students understand that both sexes, diverse racial/cultural groups and the disabled have made valuable contributions to the heritage of the United States, and that this rich diversity enriches and strengthens our country. Inherent in this goal is exposing students to a broad range of career roles and lifestyles regardless of their sex, race, cultural heritage or disability.

Objective A: Students will demonstrate an awareness of the valuable and unique contributions that diverse racial/cultural groups, men and women, and the disabled have made to fields related to agriculture in Iowa, the United States and the world.

Objective B: Students will explore a broad range of career roles in fields related to agriculture regardless of their sex, race, culture or disability.

Objective C: Students will acquire an understanding of how the involvement of diverse racial/cultural groups and both sexes in agricultural occupations ensures that all persons regardless of their sex, race, national origin or disability share equitably in the fruits of agriculture and its related businesses and industries.

Objective D: Students will demonstrate an understanding of the strong relationship between the condition of Iowa's agricultural economy and the condition of international relations and world affairs.

Goal 3:

To help students understand that all persons have common needs, feelings and problems, while stimulating their respect for the uniqueness of each individual and cultural group. Inherent in this goal is the awareness that racism, sexism, cultural bias and bias toward the disabled are social phenomena.

Objective A: Students will recognize that all cultures have a need for food and clothing and that most cultures have a strong agricultural heritage.

Objective B: Students will recognize stereotyping and bias on the basis of sex, race, national origin or disability when they confront it in agricultural courses, occupations and environments.

Objective C: Students will recognize that societal factors contribute to the involvement or exclusion of minority groups, women and the disabled in occupations and life roles in the agricultural economy.

Goal 4:

To help students develop positive interpersonal and intergroup communication techniques, and motivate them to play an active role in solving societal conflicts. Inherent in this goal is the understanding that present societal conflicts are a result of centuries of cultural and group conditioning, and that improved human relations depend on increased intergroup and interpersonal communication, understanding and cooperation.

Objective A: Students will participate in group activities that build trust and cooperation among diverse groups and between the sexes in the agricultural education classroom.

Objective B: Students will become aware of the relationship between agricultural development and social patterns in Iowa, the United States and the world. The ethical implications of agricultural production and marketing strategies will be explored.

Objective C: Students will be able to anticipate the impact of agricultural production and marketing decisions on men and women, diverse racial/cultural groups, other nations and urban and rural residents.

Objective D: Students will be motivated to become actively involved in applying agricultural production and marketing concepts to resolve contemporary and future social problems including world hunger.

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Self-Evaluation Checklist

School districts in Iowa are currently being asked to review their curriculum programs to determine how consistent they are with the basic concepts of multicultural, nonsexist education. This checklist is a general guide to use when looking at the agricultural education curriculum, K-12.

The answers to some of the questions in Section A may be obvious in many school districts. They are asked because the make-up of the instructional staff and the student population have major implications for the strategies used in the multicultural, nonsexist education program. Districts with stereotypical staffing patterns (examples: male administrators, female elementary instructors, all-white staffs, male vocational agricultural instructors) should build objectives for change into their employment policies. Scheduling traditions or policies that may reinforce or cause sex-typed class enrollments (80 percent or more of one sex) or minority isolation should be changed.

A. Curriculum Structure

1. Are agricultural education students exposed to diverse role models (rural-urban, male-female, the handicapped, diverse cultures/races) in agricultural occupations either through exposure to instructional staff or the use of resource persons? ____ Yes ____ No
 - a. If the answer to question one is no, what caused this to happen? Are there long-range strategies for changing this pattern? ____ Yes ____ No
 - b. What impact does this have on the strategies that will be used to achieve multicultural, nonsexist agricultural education objectives?
2. Are there disabled persons in the community who may serve as role models for students? ____ Yes ____ No
3. Are student enrollments in agricultural education classes similar to the district enrollment (male-female balance, ethnic-racial diversity, special education students)? ____ Yes ____ No
 - a. If the answer to question three is no, what caused this to happen? Are there long-range strategies for changing this pattern? ____ Yes ____ No
 - b. What impact does this have on the strategies that will be used to achieve multicultural, nonsexist agricultural education objectives?
4. Are scheduling practices used which may result in sex-typed enrollments (80 percent or more of one sex) or the relative isolation of racial/cultural groups and the disabled? ____ Yes ____ No
5. Are agricultural units or courses given titles that are more meaningful to one sex or cultural group? ____ Yes ____ No

6. Are course titles like Agriculture I, II, III, and IV avoided and replaced by more descriptive titles such as animal husbandry, crop management, horticulture, agribusiness, etc? ____ Yes ____ No
7. Are prerequisites for agricultural courses avoided unless they are clearly required by specific course content? ____ Yes ____ No
8. Has there been meaningful interaction between the agricultural instructor(s) and the personnel in the district responsible for implementing multicultural, nonsexist education? ____ Yes ____ No
9. Is there a component for agricultural education in the district's multicultural, nonsexist education plan? ____ Yes ____ No
10. Has inservice on multicultural, nonsexist approaches to curriculum been provided for all staff, including agricultural education teachers? ____ Yes ____ No
11. Have the district administrators incorporated multicultural, nonsexist education considerations in the staff evaluation procedures? ____ Yes ____ No
12. Are there restroom facilities for both boys and girls in the agricultural education area? ____ Yes ____ No
13. Are periodic opportunities provided for agricultural instructors to interact with the elementary teachers who introduce content about agriculture and agricultural careers to students? ____ Yes ____ No
14. Are periodic opportunities provided for agricultural instructors to interact with elementary students to break down stereotypes about vocational agriculture and expose students to the many agriculture-related careers that exist? ____ Yes ____ No
15. Are affirmative steps taken to recruit female, minority and disabled students into agricultural education classes? ____ Yes ____ No
16. Does the vocational agriculture advisory committee include male and female, minority and disabled representatives? ____ Yes ____ No
17. Has the vocational agriculture advisory committee received orientation on the multicultural, nonsexist curriculum requirement? ____ Yes ____ No
18. Is the agricultural education instructional area accessible to the physically disabled? ____ Yes ____ No

B. Curriculum Content

1. Is there a curriculum guide for agricultural education, as required by state law? ____ Yes ____ No
2. Does this curriculum guide reflect multicultural, nonsexist concepts? ____ Yes ____ No
3. Are educational equity objectives included in the objectives for the agricultural education program? ____ Yes ____ No
4. Does the agricultural education curriculum include activities that explore the importance of basic agricultural knowledge and skills in broadening career options and enhancing future earning capacity especially in an agricultural state such as Iowa? ____ Yes ____ No
5. Does the content of the agricultural education curriculum treat men and women as having the same potential responsibilities and capabilities in agricultural matters? ____ Yes ____ No
6. Does the agricultural education curriculum permit students to view women and men, minority and majority persons, disabled and able-bodied persons in a variety of agricultural roles? ____ Yes ____ No
7. Does the agricultural education curriculum portray the broad spectrum of agricultural careers related to production, marketing and processing, both on and off the farm and in urban and rural areas? ____ Yes ____ No
8. Does the agricultural education curriculum make students aware of their attitudes and stereotypes about agriculture, which may lessen the agricultural avoidance that many students, especially female, minority, urban and disabled students, often exhibit? ____ Yes ____ No
9. Does the agricultural education curriculum include content on the contributions of diverse racial/cultural groups, women and men, and the disabled to agriculture-related fields? ____ Yes ____ No
10. Does the agricultural education curriculum contain activities that prepare students to live and work with men and women, diverse cultural/racial groups and the disabled? ____ Yes ____ No
11. Does the curriculum cover laws related to equal opportunity in agriculture, agricultural education and employment? ____ Yes ____ No
12. Does the agricultural education curriculum include content that stresses the impact of production, processing and marketing strategies on men and women, diverse cultural/racial groups and the disabled? ____ Yes ____ No

C. Instructional Materials

1. Are illustrations in agricultural education textbooks, supplementary materials, audiovisual aids and on bulletin boards representative of the cultural/racial diversity in the United States as well as the roles open to men and women in today's society? Are disabled persons represented? ____ Yes ____ No
2. Are women and men, diverse cultural/racial groups and the disabled shown in both active and passive roles? ____ Yes ____ No
3. Are instructional materials free of ethnocentric or sexist language patterns that may make implications about persons or groups solely based upon their culture, race, sex, or disability? ____ Yes ____ No
4. Are the content areas, mentioned in Section B, included in the vocational education text and supplementary materials being used? ____ Yes ____ No
5. Do the materials avoid reinforcing stereotypes about cultural/racial groups, men and women or the disabled? ____ Yes ____ No
6. Have multicultural, nonsexist criteria been integrated into the textbook/instructional materials selection process at the district level? ____ Yes ____ No
7. Is the information about men and women, various cultural/racial groups and the disabled accurate? ____ Yes ____ No
8. Are a variety of points of view on agricultural issues and concerns included? ____ Yes ____ No
9. Do the texts deal openly and accurately with historical and contemporary racism, handicapism and sexism in farming practices and agricultural industries? ____ Yes ____ No

D. Teaching Strategies

1. Do classroom teachers avoid using language that may be sexist or ethnocentric? ____ Yes ____ No
2. Do classroom management strategies and role assignments reinforce multicultural, nonsexist student behavior? ____ Yes ____ No
3. Are students alerted to stereotyping when it occurs in instructional materials? ____ Yes ____ No
4. Are persons from diverse cultural/racial groups, men, women and disabled individuals used as resources in the classroom? ____ Yes ____ No

5. Is there a balance between large group, small group and individual activities in the classroom schedule so that all students regardless of sex, race/culture, and disability are encouraged to become integrally involved? ☐ Yes ☐ No
6. Are the bulletin boards and teacher-made displays in the classroom representative of the cultural/racial diversity in the United States and roles open to both men and women? ☐ Yes ☐ No
7. Do classroom teachers work with the counseling staff to ensure that students do not make decisions about enrollment in agricultural education classes based on misleading stereotypes they may have about agriculture and agricultural education? ☐ Yes ☐ No
8. Is there a plan to ensure that students may comfortably transcend stereotypes when making agricultural project choices? ☐ Yes ☐ No
9. Is there a plan to ensure that recruitment for cooperative work study programs facilitates the movement away from segregated programs? ☐ Yes ☐ No
10. Do cooperative education contracts with outside agencies include a non-discrimination clause? ☐ Yes ☐ No
11. Where current instructional materials reflect bias on the basis of race, sex, culture or disability, are supplementary materials used to offset the bias? ☐ Yes ☐ No
12. Do classroom instructors encourage students to inquire into the historic involvement or exclusion of minority groups and women in agricultural occupations? ☐ Yes ☐ No
13. Have classroom teachers (and others) developed special support strategies for non-traditional students? ☐ Yes ☐ No

Bibliography of Resource Materials

The following materials are recommended resources for agricultural education teachers striving to implement multicultural, nonsexist programs. It is meant to be a selective listing rather than a comprehensive one. It will provide a nucleus for a resource center that will grow in the future.

The Agricultural Education Magazine. Volume 55, Number 1, July 1982. Glen A. Anderson, Business Manager, 1803 Rural Point Road, Mechanicsville, Virginia 23111. (703) 746-3538. Price: \$1 per issue, \$7 per year.

This issue of *Agricultural Education* is devoted to the topic of agricultural education programs in urban environments. There is discussion of the adaptations necessary for agricultural programs to succeed in urban areas. There is also an article devoted to handicapped students in vocational agricultural programs.

Banks, Vera J. and Kalbacher, Judith. *Farm Income Recipients and their Families: A Socioeconomic Profile*. Rural Development Research Report #30 Economic Research Service, Economic Development Commission, U.S. Department of Agriculture, 500 12th Street, S.W., Washington, DC 20250. (202) 475-4271 or (202) 447-8201. Limited supply free of charge.

This federal publication profiles farm and rural populations in the United States. It includes data on income, social, family and employment characteristics. In most instances the data is listed by race and sex. It is an excellent resource for integrating multicultural, nonsexist issues into the agricultural education curriculum.

Beal, Calvin L. "The Black American in Agriculture" Chapter 7 of the *Black American Reference Book*. Edited by Mabel M. Smythe. Prentice-Hall Inc., Rte 9W, Englewood Cliffs, New Jersey 07632. (201) 592-2090. (c) 1976. Price: \$29.95

This 31-page chapter documents the history of

Black Americans in agriculture from slavery up to 1976. It is one of the most comprehensive writings available on this topic. The total reference book may be available in some school libraries.

Decline of Black Farming in America. United States Commission on Civil Rights, 1121 Vermont Avenue, N.W., Washington, DC 20425. (c) 1981. Price: Free of charge to schools as long as supply lasts.

This official report published by the U.S. Commission on Civil Rights clearly documents the plight of the Black farmer in America. It discusses the historical and contemporary barriers to Black land ownership. It was published because of the rash of foreclosures on Black farms in the early 1980s.

DeLoria, Vine. *American Indians, American Justice*. University of Texas Press, P.O. Box 7819, Austin, Texas 78712. (512) 471-4278. (c) 1983. Price \$9.95.

This book reviews the relationship between the American Indian and the legal system in America. Included are issues related to treaties and land control. It provides a clear picture of how land ownership and control was wrestled from the American Indian and analyzes current legal battles for control of land.

Dunne, Dr. Faith. *Options: A Curriculum Development Program for Rural High School Students*. Women's Educational Act Publishing Center, Educational Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160. (800) 225-3088 or (617) 969-7100. 1980. Price Total Package \$147.50

This program equips high school students with the information and problem solving skills needed to make career and life planning decisions. Students practice their new knowledge and strategies in simulated situations.

Grebner, Marythea. *Business Management Training for Rural Women*. Women's Educational Act Publishing Center, Educational Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160. (800) 225-3088 or (617) 969-7100. 1980. Price \$4.00.

This publication introduces and explains the essentials of management in the rural small business environment. Included is information on such essentials as financial planning, credit, record keeping, business regulations, taxes, I.R.A.s, profit sharing, business deductions and much more.

Hintz, Joy. *Poverty, Prejudice, Power and Politics: Migrants Speak about their Lives*. Joy Hintz, 500 E. Perry Street, Tiffin, Ohio 44883. (419) 447-5764. (c) 1982. Price \$15.80.

This book is a comprehensive profile of migrant agricultural labor in the United States. It details the intricate relationship between Hispanic migrant laborers and land owners, farmers and agribusiness.

Hintz, Joy. *Valiant Migrant Women*. Joy Hintz, 500 E. Perry Street, Tiffin, Ohio 44883. (419) 447-5764. (c) 1983. Price \$6.85

This publication profiles female migrant farm laborers. It discusses their roles as mothers, wives and field workers and the unique problems they face. It is an excellent resource for building empathy and understanding of their plight.

"The Indian Night Promises to be Dark." Speech by Chief Seattle in 1853. Found in *Indian Oratory*. Edited by W. C. Vanderwerth. University of Oklahoma Press, 1005 Asp Avenue, Norman, Oklahoma 73019. (405) 325-5111. (c) 1972. Price \$8.95.

This book contains a collection of famous speeches by Indian leaders. The speech by Chief Seattle gives the Indian perspective toward the land.

Iowa State University, Department of Home Economics. *Promoting Sex Equity in the Classroom*. Available through the

Publications Section of the Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. (515) 281-3038. 1980. Price: \$6.00

This resource for vocational and technical educators contains 12 modules. One of the modules is on agriculture. Sex equity teaching strategies unique to the agricultural classroom are presented in this module.

Jensen, Joan M. *With These Hands: Women Working on the Land*. Feminist Press, box 334, Old Westbury, New York 11568. (516) 997-7660. (c) 1981. Price \$6.95.

This book is a historical survey of women's involvement with agriculture in the United States. The involvement of women from diverse ethnic groups is included.

Joseph, Alvin Jr. *Now that the Buffalo is Gone*. Chapter 4, *Corr. Planter Can You Swirl*. Knopf, Alfred A. Inc., 400 Hahn Road, Westminster, Maryland 21157. (SAN) 202-5833. (c) 1982. Price \$15.95

The author speaks to the transition many Indians had to make after the great buffalo herds disappeared. The author discusses Indian philosophy toward the Earth and attitudes toward farming.

Knoll, Tricia. *Becoming Americans. Asian Sojourners, Immigrants and Refugees in the Western United States*. Coast To Coast Books, 2934 N.E. 16th Avenue, Portland, Oregon 97212. (503) 282-5891. (c) 1982. Price \$14.50

In this recent book the author tells the tragic, happy and often noble stories of people who have come from East Asia to America, particularly the Western states. She has divided her story of Asian American immigrants by their lands of origin. Included are the stories of Chinese, Japanese, Filipino, Korean, Vietnamese, Laotian and Kampuchean immigrants. Many of the immigrants' experiences involved migrant agricultural labor.

Lerza, Catherine. *For Black Farmers: The Agriculture Crisis is a Flat Out Catastrophe*.

Rural Coalition Report #7. Rural Coalition, 1000 Wisconsin Avenue N.W., Washington, DC 10007. (202) 388-4630. Price \$2.00

This report discusses many problems faced by Black farmers in the United States. Discussed are the relationships of Black farmers to the U.S. Department of Agriculture, as well as the historical discrimination faced by Blacks in land ownership and agricultural operation. This report is a good resource for an agricultural education teacher who is integrating content on social issues related to agriculture.

McWilliams, Carey. *Factories in the Field: The Story of Migratory Farm Labor in California*. Shoe String Press Inc., P.O. Box 4327, 995 Sherman Avenue, Hamden, Connecticut 06514. (203) 248-6307. (c) 1969. Price \$19.75

This publication documents the experiences of Asian American migrant laborers in California. It is a good resource for creating awareness of the plight of immigrant migrant workers and farm workers in general.

1984 Statistical Profile of Iowa. Iowa Development Commission, 600 E. Court Suite A. (515) 281-3251. (c) 1984. Price free of charge while copies last

This publication is a comprehensive profile of Iowa's people, social environment and economic statistics. Because agriculture and agribusiness play such a large role in Iowa's economy there is a large component on agriculture.

Rural America. Rural America Inc., 1302 18th Street, N.W. Suite 302, Washington, DC 20036. (202) 659-2800. Subscription Price \$10.00 for one year.

This periodical comes out six times a year from Rural America, an organization in Washington that works toward solving social and economic problems in rural and farm communities. There are often timely articles on the agricultural economy and its impact on minority groups, women and the poor.

Sachs, Carolyn. *Invisible Farmers, Women in*

Agricultural Production. Rowman and Allanhead Publishers. 81 Adams Drive, Totowa, New Jersey 07512. (201) 256-8600. (c) 1983. Price \$23.95

The author explores the relationship between men and women in farm and rural environments. The history of this relationship is traced from the colonial period to the present. It is an excellent resource for the agricultural education teacher who wants to sensitize students to sex role stereotyping in agricultural environments.

Scholl, Kathleen K. and Tippe, Katherine S. "Farm Women's Triad of Roles." *Family Economic Review*, February 1983 Issue. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. (202) 436-8461. Price \$4.50

This issue of *Family Economic Review* includes a sociological and economic profile of farm and rural populations. Also included is an article on the roles played by farm and rural women across the United States.

Strauss, Ned and Walter, Lynn. *The Catalyst Training Package: Increasing Options for Rural Youth*. Women's Educational Equity Act Publishing Center, Educational Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160. (800) 225-3088 or (617) 969-7100. 1982. Price \$11.00

The Catalyst training package is a comprehensive program that has been successful in helping rural educators, students and community groups move towards educational equity.

Vetter, Louise, Spain, Rodney and Kelly, Maureen. *Building Your Own Scenario: Agriculture, Sex Equity and Alternative Futures*. National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. (800) 848-4815 or (614) 486-3655. (c) 1981. Available only through the ERIC System - Ed. 212860 - 28 pages.

This training manual aids agricultural educators in infusing the concepts and practices of sex equity throughout their professional work.

Resource Organizations

The agencies or persons below are just a few of those that may provide assistance, ideas and information to schools striving to implement multicultural, nonsexist agricultural education programs.

Agricultural Education Consultants. Instructional Services Section of the Career Education Division, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. (515) 281-4719 or (515) 281-4712. The agricultural education consultants provide program assistance in all areas of the agricultural program including multicultural, nonsexist education.

Bilingual Education Consultant. Alternative Program, Section, Curriculum Division, Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. (515) 281-3264.

The bilingual education consultant provides technical assistance to school districts and teachers working with limited English speaking children.

Center for Educational Experimental Development and Evaluation. 218 Lindquist Center, University of Iowa, Iowa City, Iowa 52242. (319) 353-4200.

The center was funded to develop materials to assist in the education of limited English speaking students. Instructional materials are available in the Spanish, Laotian, Vietnamese, Cambodian and English languages.

Council For Exceptional Children. 1920 Association Drive, Reston, Virginia 22091. (703) 620-3660.

The council is an excellent resource agency for educators who want to increase staff and student awareness about disabled persons.

The Dissemination Center for the Women's Educational Equity Act Program. c/o Educational Development Center, 55 Chapel Street, Newton, Massachusetts 02160. (800) 255-3088.

The Women's Educational Equity Act (WEEA) was passed by Congress in 1974 to promote sex equity in education. Funds were made available for development of inservice training programs, curriculum evaluation instruments, sex-fair curriculum materials and women's studies units. The center is responsible for disseminating the educational products of the WEEA program.

The Economic Research Service. Economic Development Commission, United States Department of Agriculture, 500 14th Street S.W., Washington, DC 20250. (202) 475-4271 or (202) 447-8201.

This office researches and reports on sociological and socioeconomic profiles of rural and farm communities. It has done a number of studies on sex and race as factors in those communities.

The Educational Equity Section of the Iowa Department of Public Instruction. Grimes State Office Building, Des Moines, Iowa 50319. (515) 281-5502.

The educational equity section provides assistance to Iowa educational agencies in the areas of race equity, sex equity, multicultural, nonsexist curriculum, affirmative action and human relations.

Human Relations Staff in Education Departments of Iowa's Colleges and Universities.

Each college and university in Iowa that prepares teachers for the classroom is required to have human relations programs. These programs deal with educational issues related to sexism, racism, ethnocentrism and handicapism. They may be able to assist instructors in implementing multicultural, sex-fair education programs.

Iowa Area Education Agencies. Multicultural, Nonsexist Education Coordinators.

The area education agencies provide assistance to school districts as they work toward educational equity goals. Each agency has a consultant who has responsibility for multicultural, nonsexist education. You are encouraged to contact your local area education agency coordinator for assistance.

The Iowa Refugee Service Center. 4626 S.W. 9th Street, Des Moines Iowa. (515) 281-4334.

The Refugee Service Center assists Indo-Chinese refugees in making successful transitions to life in Iowa. The center provides support services including interpreters and workshops on Indo-Chinese cultures represented by refugees. These services may prove valuable to educators working with refugee students.

The Midwest National Origin Desegregation Assistance Center. School of Education, University of Wisconsin-Milwaukee, 453 Enderis Hall, P.O. Box 413, Milwaukee, Wisconsin 53201. (414) 963-5663.

This center is one of nine "Lau" centers in the United States funded by the U.S. Office of Education under Title IV of the Civil Rights Act of 1964. The center assists school districts in providing special services to ensure that a student whose dominant language is not English is not limited in participating in educational activities by a lack of English proficiency. The center serves 10 midwest states including Iowa.

The Midwest Sex and Race Desegregation Assistance Center. Kansas State University, Manhattan, Kansas 66506. (913) 532-6408.

The Midwest Center is a federal agency that provides assistance to school districts in Iowa, Nebraska, Kansas and Missouri in the areas of sex and race equity, multicultural, nonsexist curriculum, and human relations.

The National Center for Research in Vocational Education. Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. (800) 848-4815. The center has done research and developed materials in equity-related areas including agricultural education.

Racism and Sexism Resource Center for Educators. Council on Interracial Books For Children, CIBC Resource Center, Room 300, 1841 Broadway, New York, New York 10023. (212) 757-5339.

The resource center publishes and distributes teaching and administrative materials to combat sex role, handicapist and cultural stereotyping in education. A catalog of resource materials is available on request.

The Rural Coalition. 1000 Wisconsin Avenue, N.W., Washington DC 20007. (202) 338-4630. Iowa office: 550 11th Street, Suite 200, Des Moines, Iowa 50309. (515) 244-5671.

The coalition does research and develops reports on social and economic issues in rural and farm communities. It also works to alleviate poverty in rural communities.

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